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## REVIEWS

Laus Pisonis. Cornell University Dissertation, 1917.

By Gladys Martin. Privately Printed. Pp. 97.  
The Cynegetica of Nemesianus. Cornell University  
Dissertation, 1917. By Donniss Martin. Privately  
Printed. Pp. 83.

The Laus Pisonis and the Cynegetica of Nemesianus are here carefully edited, with adequate Introductions and Notes. The two studies were written as doctoral dissertations in Cornell University under the direction of the late Professor Charles E. Bennett. Each is a very creditable piece of work.

The Piso in question is now generally assumed to be C. Calpurnius Piso, leader of the conspiracy against Nero in 65 A. D. The panegyric was composed probably between 45 and 59 A. D. It has been variously ascribed to Vergil, to Ovid, to Saleius Bassus, to Statius, to Calpurnius Siculus, to Lucan. At the close of her Introduction Miss Gladys Martin gives an interesting list of passages which show a resemblance in diction to the Pharsalia of Lucan.

Miss Martin explains *surgat*, in line 1, as denoting the "rise or swell of verse", as in Ovid, Amores 1.1.27. Perhaps it means only 'begin'. The poet was in doubt where to begin, as was Theocritus, Idyl 17.11. It might be noted that the rare use of *decurrere*, 'rehearse', 18, is repeated at line 210. With 121, *probitas cum paupertate iacebit*, compare Juvenal 1.74 *probitas laudatur et alget*. At 230, per Ausonias Aeneia carmina gentes recalls Vergil, Georgics 2.176 *Ascræumque cano Romana per oppida carmen*. With 250, *de se promittere*, compare Horace, Serm. 1.4.102 *promittere de se*.

Miss Donniss Martin discusses the possible influence of Grattius upon Nemesianus, and pronounces a verdict of 'not proven'. Her study came too early to take account of the article *De Grattio et Nemesiano*, by P. J. Enk, Mnemosyne 45.53-68, which should now be added to her Bibliography. It may be noted that Professor Enk lays especial stress on the expressions *vires perpersare*, Grattius 298, and *perpendere vires*, Nemesianus 138. The same article, at page 62, would have furnished an ancient parallel to Nemesianus's 'fire test' of the best puppies of a litter, 140-150. This is quoted from Demetrius Constantinopolitanus (Aelian, edited by Hercher, 2.588).

The indebtedness of Nemesianus to Vergil, especially to Georgics 3, is carefully studied. A few additional parallels might have been noted. The phrase *iam vere sereno*, 151, occurs in G.1.340; *non viribus aequis*, 182, in Aen. 12.218; *magno circumdare saltus*, 303, in G. 1.140. The metaphor involved in *talique placet dare lintea curae*, 58, may be compared with G. 2.41 *pelagique volans da vela patenti*. Compare, also, Aen. 3. 186 *dare lintea*. *Cursibus adquirunt vires*, 270, reminds one of Aen. 4.175 *viresque adquirent eundo*. *Consumere campum*, 289, is like Catullus, 35.7 *viam vorabit*. The expressions *validas vires*, 156, and *Pannonicae stirpis origo*, 227, need not suggest the 'tumor Africus'; Vergil has *validas vires*, Aen. 6.833, and *Romanae stirpis origo*, Aen. 12.166.

THE JOHNS HOPKINS UNIVERSITY WILFRED P. MUSTARD

Our Hellenic Heritage. By H. R. James. Volume I. With Maps and Illustrations. London: Macmillan and Company (1921). Pp. xiv + 408.

It is the aim of the author of this book, as expressed in the Preface,

to bring together just so much of the elements of Greek legend and history as should be the possession of every one born into the civilisation which we call European. This is taken to be, firstly, the substance of the immortal stories of Troy, the Wrath of Achilles, and the Homecoming of Odysseus, together with what help is lent to the enjoyment of these by Greek mythology and Greek archaeology; and secondly, the Greek story of the Great Deliverance, the preservation of the Hellenic polity or city-state, and its ideals of personal freedom and dignity and of constitutional government, against the menace of subjugation by an oriental despotism.

It is the intention of the author, in a second volume, to deal as a part of a common plan, with the art and literature of Greece. The two volumes together are intended to form a course of Hellenic studies for schools which shall be relatively complete, and may, it is to be hoped, to some extent make good what is lost through the decline of the first-hand study of the Greek.

Chapter I (1-15) gives a brief but suggestive statement of the Gifts of Hellas to the Modern World. In Chapter II (16-34) The Land and the People are described. Chapters III and IV (35-75) present brief sketches of the Gods and Heroes. Chapter V (76-104) and Chapter VII (132-193) tell, in great detail, the stories of the Iliad and the Odyssey. In the reviewer's opinion these two long chapters are of doubtful value. For pupils of tender years these narratives are too long, while older students should be given the best translations of the poems themselves, or they should read certain books of Homer entire. Chapter VI (105-131) presents the results of the excavations at Ilium and Mycenae.

Part II (197-408) is a historical sketch of the Struggle with Persia, in which the chief battles are described. This account of the Persian Wars is prefaced, however, by brief sketches of Ionians and Dorians, Sparta and Athens.

On the basis of Volume I alone one can not, of course, pronounce upon the success of the author's complete undertaking. What he has set out to do in this first volume he has done well and with accurate scholarship. It is the choice of subjects and the space allotted to them that cause doubts to arise in the mind of the reviewer. For example, in a work devoted to our heritage from Greece it seems unwise to give 150 pages to a description of the battles of the Persian Wars—events which are quite well treated in our numerous histories of Greece.

I think, too, that for student use a work in one volume, even one of generous proportions, is to be preferred to two small ones.

But this work of Mr. James certainly should be given a place on the reference shelf devoted to books on ancient Greece for younger students (High School or College). The second volume as planned would seem to give promise of greater usefulness for American students.

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